

Robert E. Cashion Elementary

1500 Fork Shoals Road
Greenville, SC 29605

Grades	PK-5 Elementary School	
Enrollment	540 Students	
Principal	Shirley S. Chapman	864-355-8000
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	33	65	6	0

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	No
2004	Average	Unsatisfactory	No
2005	Average	Good	Yes

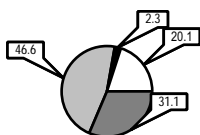
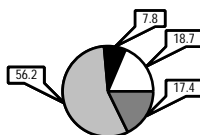
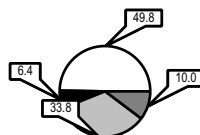
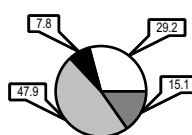
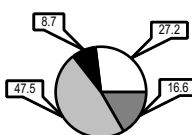
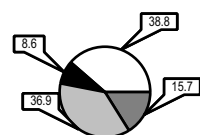
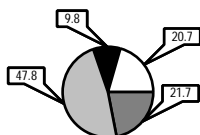
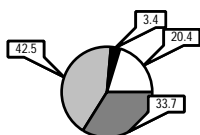
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	235	99.6	19.7	46.8	31.2	2.3	48.6	Yes	Yes
Gender									
Male	129	100.0	26.1	48.7	22.7	2.5	39.5		
Female	106	99.1	12.1	44.4	41.4	2.0	59.6		
Racial/Ethnic Group									
White	82	100.0	11.5	50.0	35.9	2.6	57.7	Yes	Yes
African American	133	99.3	25.0	46.8	26.6	1.6	41.9	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	23.1	30.8	46.2	0.0	53.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	185	99.5	11.8	49.4	35.9	2.9	55.9		
Disabled	50	100.0	47.9	37.5	14.6	0.0	22.9	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	235	99.6	19.7	46.8	31.2	2.3	48.6		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	99.6	18.9	47.6	31.6	1.9	49.1		
Socio-Economic Status									
Subsidized meals	138	99.3	25.8	44.4	28.2	1.6	44.4	Yes	Yes
Full-pay meals	97	100.0	11.7	50.0	35.1	3.2	54.3		

Mathematics – State Performance Objective = 36.7%									
All Students	235	100.0	18.7	56.2	17.4	7.8	46.1	Yes	Yes
Gender									
Male	129	100.0	24.4	51.3	16.0	8.4	43.7		
Female	106	100.0	12.0	62.0	19.0	7.0	49.0		
Racial/Ethnic Group									
White	82	100.0	12.8	53.8	19.2	14.1	57.7	Yes	Yes
African American	133	100.0	23.2	57.6	16.8	2.4	37.6	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	15.4	53.8	15.4	15.4	61.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	185	100.0	12.3	56.7	21.1	9.9	56.1		
Disabled	50	100.0	41.7	54.2	4.2	0.0	10.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	235	100.0	18.7	56.2	17.4	7.8	46.1		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	18.3	56.3	17.8	7.5	46.0		
Socio-Economic Status									
Subsidized meals	138	100.0	23.2	54.4	18.4	4.0	39.2	Yes	Yes
Full-pay meals	97	100.0	12.8	58.5	16.0	12.8	55.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	235	100.0	49.8	33.8	10.0	6.4	16.4
Gender							
Male	129	100.0	48.7	36.1	9.2	5.9	15.1
Female	106	100.0	51.0	31.0	11.0	7.0	18.0
Racial/Ethnic Group							
White	82	100.0	32.1	38.5	17.9	11.5	29.5
African American	133	100.0	64.0	28.8	5.6	1.6	7.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	30.8	46.2	7.7	15.4	23.1
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	185	100.0	39.8	39.2	12.9	8.2	21.1
Disabled	50	100.0	85.4	14.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	100.0	49.8	33.8	10.0	6.4	16.4
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	50.2	33.3	10.3	6.1	16.4
Socio-Economic Status							
Subsidized meals	138	100.0	52.8	34.4	10.4	2.4	12.8
Full-pay meals	97	100.0	45.7	33.0	9.6	11.7	21.3

Social Studies							
All Students	235	100.0	29.2	47.9	15.1	7.8	22.8
Gender							
Male	129	100.0	32.8	42.0	17.6	7.6	25.2
Female	106	100.0	25.0	55.0	12.0	8.0	20.0
Racial/Ethnic Group							
White	82	100.0	16.7	51.3	20.5	11.5	32.1
African American	133	100.0	36.8	48.0	9.6	5.6	15.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	30.8	38.5	30.8	0.0	30.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	185	100.0	18.7	52.6	18.7	9.9	28.7
Disabled	50	100.0	66.7	31.3	2.1	0.0	2.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	235	100.0	29.2	47.9	15.1	7.8	22.8
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	226	100.0	29.1	48.4	15.0	7.5	22.5
Socio-Economic Status							
Subsidized meals	138	100.0	37.6	43.2	14.4	4.8	19.2
Full-pay meals	97	100.0	18.1	54.3	16.0	11.7	27.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	67	100.0	17.7	33.9	46.8	1.6	48.4
	4	79	100.0	29.5	39.7	29.5	1.3	30.8
	5	86	100.0	45.1	52.4	2.4	N/A	2.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	84	98.8	14.3	41.6	37.7	6.5	44.2
	4	71	100.0	19.7	43.9	36.4	0.0	36.4
	5	80	100.0	25.3	54.7	20.0	0.0	20.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	67	100.0	21.0	64.5	12.9	1.6	14.5
	4	79	100.0	29.5	41.0	15.4	14.1	29.5
	5	86	100.0	41.5	41.5	12.2	4.9	17.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	84	100.0	9.0	66.7	15.4	9.0	24.4
	4	71	100.0	24.2	45.5	22.7	7.6	30.3
	5	80	100.0	24.0	54.7	14.7	6.7	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	84	100.0	48.7	34.6	10.3	6.4	16.7
	4	71	100.0	50.0	34.8	12.1	3.0	15.2
	5	80	100.0	50.7	32.0	8.0	9.3	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	84	100.0	17.9	55.1	16.7	10.3	26.9
	4	71	100.0	22.7	53.0	18.2	6.1	24.2
	5	80	100.0	46.7	36.0	10.7	6.7	17.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 540)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.6%	Down from 5.1%	3.5%	3.0%
Attendance rate	96.6%	Down from 96.8%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.6%	Down from 8.2%	4.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%	Down from 8.2%	3.5%	3.2%
Eligible for gifted and talented	7.1%	Down from 8.4%	12.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.1%	Down from 15.1%	9.4%	8.2%
Older than usual for grade	0.0%	Down from 1.2%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	57.9%	Up from 47.4%	52.9%	52.6%
Continuing contract teachers	55.3%	Down from 63.2%	85.5%	83.3%
Highly qualified teachers	97.2%	N/A	94.3%	93.5%
Teachers with emergency or provisional certificates	3.4%	Down from 7.7%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.7%	87.0%
Teacher attendance rate	96.8%	Up from 95.3%	94.8%	95.0%
Average teacher salary	\$41,754	Down 1.0%	\$41,596	\$41,703
Prof. development days/teacher	8.5 days	Up from 7.2 days	13.0 days	12.8 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 18.0 to 1	18.5 to 1	18.8 to 1
Prime instructional time	92.2%	Up from 90.9%	89.2%	89.8%
Dollars spent per pupil*	\$4,474	N/A	\$6,036	\$6,242
Percent of expenditures for teacher salaries*	63.5%	N/A	64.6%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.0%	Up from 95.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		92.8%	89.4%	
Highly qualified teachers in high poverty schools		95.5%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Robert E. Cashion Elementary School is a beautiful new facility that opened its doors in August of 2003. The school owes its heritage and thanks for a strong foundation to one who lovingly and professionally served students of Greenville County for 40 years, Mr. Robert E. Cashion. The school is located in the southern end of Greenville County on Fork Shoals Road across from Bonnie Brae Golf Course. The new facility serves students in four year old kindergarten through fifth grade. This year, the school is writing its strategic plan and will receive a Peer Review visit for the initial Southern Association of Colleges and School Accreditation in early 2006. The school has received an "All Clear" rating for the two years of its existence.

Since Robert E. Cashion Elementary opened as a new school with a newly formed student population, the 2003-04 standardized test scores established the baseline data for the school. The test scores, from which we will determine the academic progress of our students, will not be available until the 2004-05 test scores are received in the fall of 2005. However, we are continuing to do yearly needs assessments to determine the best way to meet the academic needs of all our students. As a result of our needs assessment, we will be focusing on the following goals for the 2005-06 school year: Using effective methods and instructional strategies that are research based to strengthen the core academic program, and increases the amount and quality of learning time; providing high-quality ongoing professional development for teachers that support best practices for teaching all academic subjects; and increasing parental and community involvement in the school.

The school staff, students, parents and community partners work consistently to convey a caring and nurturing atmosphere where positive social, emotional, physical and educational growth of students is apparent. It is the mission of the school to see that our COMETS and staff are "Lighting the Way to Achievement and Dreams!!"

Shirley S. Chapman, Principal

Tonya Peterson, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	71	37
Percent satisfied with learning environment	93.8%	85.7%	83.8%
Percent satisfied with social and physical environment	97.0%	90.0%	86.1%
Percent satisfied with school-home relations	55.9%	93.0%	77.1%

*Only students at the highest elementary school grade level at this school and their parents were included.